

FACT SHEET

MTSS Implementation: Year 1

Components of the Year 1 Plan

During Year One of MTSS Implementation, all district school sites were involved in some aspect of the implementation in both Academics and Behavior. In Academics, ALL schools administered the Universal Screeners to all students K-9 and students at risk of underperforming in grades 10-12. These screeners were administered three times during the year: Fall, Winter, and Spring, using the data to inform instruction. In Behavior, ALL instructional and support staff - including teachers, psychologists, social workers, nurses, and paraprofessionals- participated in a four-part training for consistent classroom management through Safe & Civil Schools. Elementary and Middle schools began implementing C.H.A.M.P.s, and High Schools implemented A.C.H.I.E.V.E.

C: Conversation
H: Help
A: Activity
M: Movement
P: Participation

A: Activity
C: Conversation
H: Help
I: Integrity
E: Effort
V: Value
E: Efficiency



Schools in the **ACADEMIC** cohorts worked to understand and implement the full Comprehensive Assessment System. In addition to Universal Screeners, they also utilized the Progress Monitoring function from *AIMSweb* as well as various Diagnostics as appropriate. They focused their data analysis and decision making primarily on literacy. This led to conversations on the literacy curriculum protocol and informed changes therein that both narrowed the curriculum alternatives and identified gaps that required the district's attention as it sought to provide a guaranteed and viable curriculum for all students.

Schools in the **BEHAVIOR** cohorts implemented the *Foundations* program from Safe & Civil Schools. In addition to the classroom management work, these schools worked to create

S: Structure
T: Teach
O: Observe
I: Interact Positively
C: Correct

schoolwide positive behavior supports, using

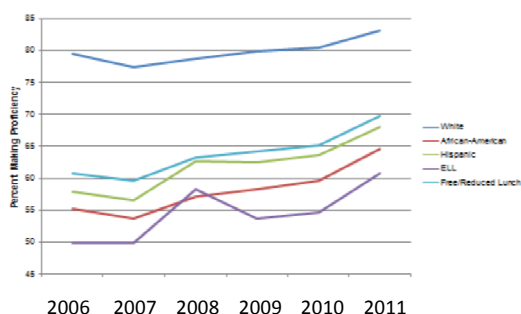
STOIC. This also included each school developing their own Guidelines for Success. These schools focused their data analysis and decision making primarily on behavior, based on the data they gathered from parent, student, and staff surveys as well as pupil behavior reports and suspension/expulsion data.

ALL COHORTS	
<ul style="list-style-type: none"> Administer Universal Screeners in AIMSweb Implement Classroom Management: CHAMPS/ACHIEVE 	
ACADEMIC COHORTS	BEHAVIOR COHORTS
<ul style="list-style-type: none"> Implement the full Comprehensive Assessment System: <ul style="list-style-type: none"> Universal Screener Progress Monitoring Diagnostics Focus on Data Analysis and Data-based Decision making around Literacy Instruction Primary Focus on Literacy 	<ul style="list-style-type: none"> Implement <i>Foundations</i> Program from Safe & Civil Schools <ul style="list-style-type: none"> Schoolwide Positive Behavior Supports (STOIC) Guidelines for Success Focus on Data Analysis and Data-based Decision Making around Engagement Primary Focus on Engagement Behaviors

In the first year of implementation, some school principals from each level participated in the **SchoolStat** process of data analysis. In the second year (2011-2012), all school principals will participate. Additionally, all district schools in improvement will implement SchoolStat sessions at the school level with leadership teams and classroom teachers.

Outcomes: After Year 1 of Implementation

Wichita Disaggregated Data



Wichita % Improvement Meeting AYP Targets

